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ABSTRACT

The idea of converting to year-round education (YRE) comes from different sources, such as communities concerned about idle youth and taxpayer groups upset about empty buildings during the summer. The most prevalent reasons are overcrowded schools and unavailable construction funds, due to failed school bond proposals or refusal to raise taxes. This paper relates the history of the YRE movement and its current status, discusses various plans in use, and examines the concept's advantages and disadvantages. Although many early 20th century experiments failed, YRE was reborn in 1969-71, peaked in 1976 (with over 600 schools in 28 states), and by 1980 had declined to 287 schools. By 1986-87, the number had risen to 408 public schools in 14 states, mostly elementary schools. California, the Proposition 13 state, accounted for 291 of these YRE public schools in 1986-87. A dozen year-round plans are presented and implementation comments provided. All plans can be used to diversify and enrich instruction, to accelerate completion of normal requirements, and to accommodate more pupils and adults in existing facilities. Year-round education is not a panacea for all public education programs. In some districts, the concept has evolved to a viable educational plan; in others, it has proved unworkable. Converting to YRE creates many difficulties and shows no clear advantages. The only systems benefiting over time are those for whom overcrowding had become a devastating problem with no alternative solution. Included are 25 notes and 31 references. (MLH)

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AN EXAMINATION OF YEAR-ROUND EDUCATION: PROS AND CONS THAT CHALLENGE SCHOOLING IN AMERICA

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BY

VICKI T. HOWELL

CLARKSVILLE, TENNESSEE
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CHAPTER 1

Introduction

The calendar of operation used by most American schools has its roots deep in the agrarian society we once were. During the time children were needed in the summer to tend crops, that calendar made good sense. Now, some are saying, that calendar is obsolete and it makes no sense to continue the tradition. It makes more sense, to them, to keep schools in session, in one form or another, year round.

The idea for moving to year-round education (YRE) has come from several different sources. Some communities react adversely to the idea of the majority of students having little or nothing to do during the summer and demand that the schools step in and provide programs to cure the idleness. Some groups of taxpayers see the empty school buildings in the summer and want them used for reasons of efficiency. This group will often liken schools to industrial and commercial buildings and the argument is made that no business would leave their building vacant as much as schools are vacant. Another group influencing year-round use of school buildings is the community education group which thinks the buildings should be utilized for varied community activities.

The most prevalent reason for communities turning to YRE is overcrowded schools and no money available to construct new buildings. Some school districts have reached their legal

bonding limits. In others, voters have rejected school bond proposals. In still others, the group charged with fiscal responsibility has simply been reluctant to raise taxes or do what is necessary to fund school construction.

The purpose of this paper is to relate the history of the YRE movement and its current status, discuss the various plans in use, and examine the advantages and disadvantages of the concept. It should provide an objective examination so the reader will have a better understanding of the concept and be able to decide, for himself, the merits of YRE.

CHAPTER 2

History and Current Status of YRE

The records of the early 1900s show YRE programs in a variety of communities, including Bluffton, Indiana (1904); Newark, New Jersey (1912); Minot, North Dakota (1917); Omaha, Nebraska (1925); Nashville, Tennessee (1926); and Aliquippa, Pennsylvania (1928). They were begun for many reasons. Bluffton did it to improve curriculum and learning and provide student and family options, Newark did it to help immigrants learn English and to enable students to accelerate, Minot did it to meet the needs of the laggards, Omaha did it to offer continuous vocational training programs, Nashville did it to improve the quality of education, and Aliquippa did it for space.

For various reasons, many of the early adoptions did not survive the depression of the 1930s and World War II. The Nashville and Omaha systems were discontinued primarily because of the serious complaint that high school students graduating early as a result of acceleration were too young for regular employment and not old enough to enroll in college. The criticism was also made that acceleration did not adequately prepare a student for work or college, at least as compared with high school students elsewhere.

The numbers of such schools have waxed and waned over the years but the recent rebirth began in 1969-71 with the

majority of schools in the western states. The numbers peaked in 1976 when more than 600 schools existed in 28 states. By 1980, the number had declined to 287 schools. By the 1986-87 school year, there were 408 public schools in 14 states with one form or another of YRE. There were also four private YRE schools in California. The overwhelming number were elementary schools. (See Table 1) California led the numbers with six of the eight largest districts by enrollment. Los Angeles was the largest system with 93 YRE schools and an enrollment of 137,813.

While opinions and theories have been advanced as to why schools have tried and dropped the YRE concept (which will be discussed in Chapter 4), no apparent systematic study of the reasons has been made. Currently, however, the numbers are on the increase. One reason may be the establishment of the National Association for Year-Round Education which supplies information and support to those systems investigating or engaged in YRE. Their annual conference is held in Anaheim, California every year in February. It is no coincidence that the Association is based and meets in California. Many California school systems have found themselves in the position of educating an ever increasing number of students in a state where, ever since Proposition 13 in 1978, funding for new school facilities has been extremely limited. For them, YRE has become a necessity. The Oxnard, California School System opened the Christa McAuliffe Elementary School

in November 1987, the first school built specifically for YRE use.

Table 1 shows the number of YRE schools per state as of 1986-87.

Table 1

YRE Schools Per State, 1986-87

State	Elementary	Middle/Jr.	H.S.	Continuation
Arizona	1			
California	260	21	7	3
Colorado	37	7	5	
Florida	3	1	2	
Idaho	1			
Michigan	3			
Missouri	7			
Nevada	19	1	1	
New Jersey			1	
Ohio	1			
Oregan	9	2		
Texas	4			
Utah	10	1		
Virginia			1	
TOTAL	359	33	17	3

CHAPTER 3

Various Year-Round Plans and Their Implementation

The YRE concept provides several options for restructuring the school year, in fact, each school system could design its own to best accomodate its students and community. This chapter will describe some of the most commonly used calendars and discuss the administrative tasks involved in their implementation.

45-15 Single Track Plan

This plan divides the year into four nine-week terms, separated by four three-week vacations or intersessions. All students and teachers in the school attend for nine weeks (45 days), then take a three-week vacation (15 days). This sequence is repeated four times each year, thus providing the usual 36 weeks or 180 days of school. Four additional weeks are allotted for winter holidays, spring vacation, and other holidays. (Figure 1)

It is not always possible to be consistent in the 45-15 Plan because of the way legal and local holidays fall. A 47-13 sequence may be followed around the Thanksgiving and Christmas holidays.

Each semester of the 45-15 Plan has two nine-week segments, or quarters, for instruction. Each instructional block has its own grading period with a total of four grading periods per year or each unit of nine weeks could be broken up into three 3-week units.

The intersessions may be used for vacation or special one-, two-, or three-week programs. The programs may be traditional curricular offerings, either remedial or enrichment, or for elective courses. The programming potential is considered an advantage of the 45-15 Plan.

45-15 Multi-Track Plan

This plan is used in situations where there is an over-enrollment of students for the available space. Using the same model as the 45-15 single-track concept, administrators can modify it to combine several groups (tracks) of students in such a way that available space increases by 20% to 50%.

In this plan, students are normally divided into two to four groups, depending on enrollment. In the four-track version of the plan, group D is on vacation while groups A, B, and C are in school. When D returns, A goes on vacation. The rotation continues every three weeks, thus providing 25% additional space in the school. Each track has its own 45-15 schedule. (Figure 2)

Teachers usually follow the track schedule of their students but can be reassigned to another track, thereby lengthening their contract year and earning a larger salary. Instructional units and grading periods are similar to the single-track plan with intersession programming a significant option.

Figure 1

45-15 Single Track Plan[2]

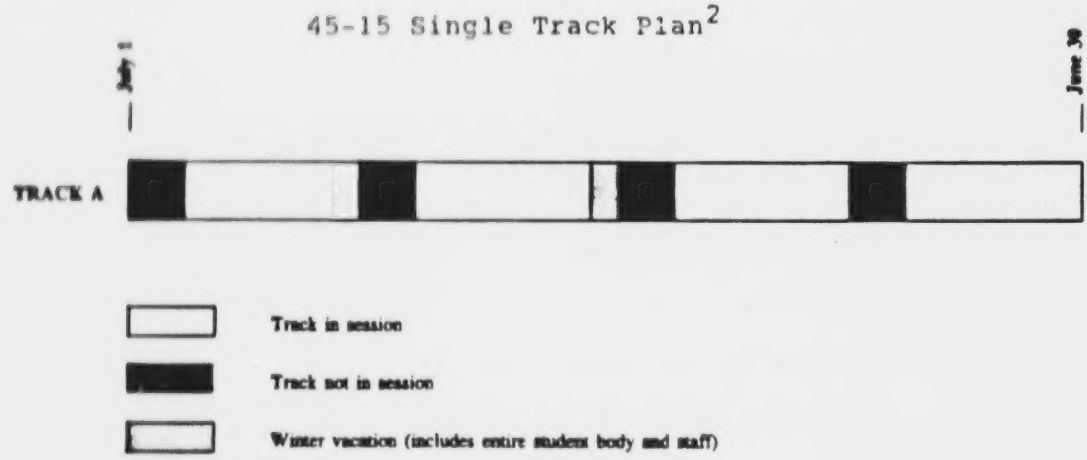
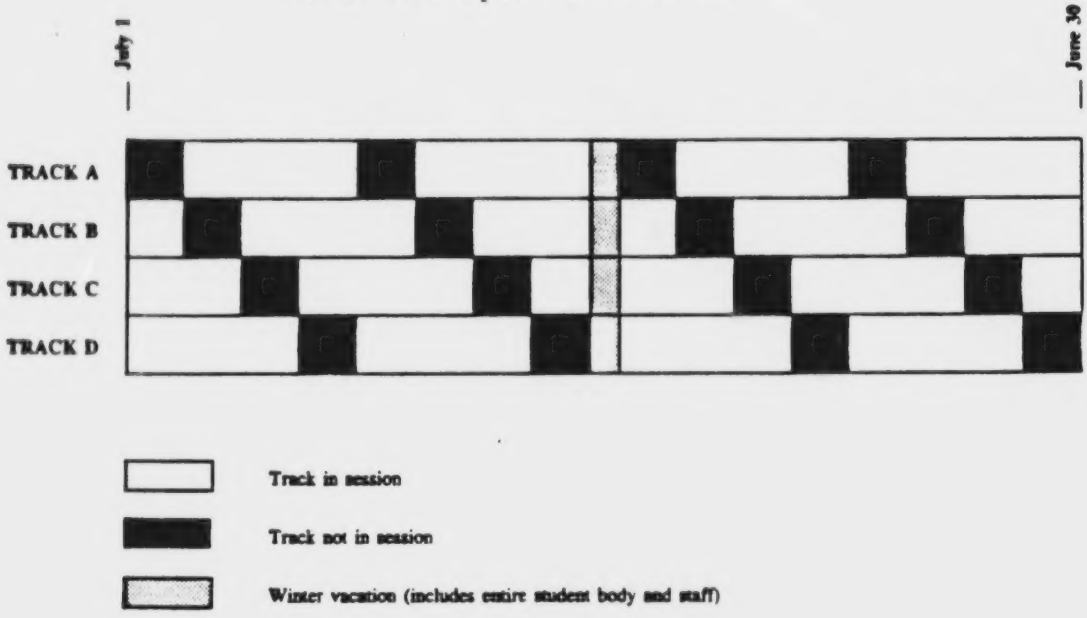


Figure 2

45-15 Multiple Track Plan[3]



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60-20 Plan

This plan is a variation of the 45-15 schedule, with students attending school for 60 days and vacationing for 20. They rotate through the year until they have had three 60-day terms and three 20-day vacations. The plan can be conducted in either a single-track or multi-track format. This plan is popular with those who want longer teaching and vacation periods.

60-15 Plan

This plan borrows from both the 45-15 and 60-20 plans in that the instructional period is 60 days and vacation is 15. By rearranging the instructional days, a common summer vacation of three to four weeks can be given to all students and faculty. It is usually implemented with five tracks available to students.

90-30 Plan

This schedule includes two 90-day semesters separated by a 30-day vacation period. Schools are closed during the traditional winter holiday and spring vacation. This calendar can also be used as a single or multi-track plan.

Trimester Plan

The trimester uses three instructional periods of 60 days each rather than two semesters of 90 days. This is similar to the 60-20 Plan but the intersession periods are more flexible and may vary from two to six weeks, depending on the community's decisions.

Quarter Plan

The Quarter Plan was the first year-round calendar implemented in the early 1900s after the nationwide adoption of the traditional nine-month school year. The Quarter Plan is the same as some colleges. It divides the calendar into four 12-week periods in fall, winter, spring, and summer. Students may select, or be assigned to, any combination of three of the four quarters. The fourth quarter may be attended on a voluntary basis, either on or off campus. The curriculum is organized so that each quarter is a separate entity. Each course is completed in a 12-week period. Subjects such as English and social studies are offered as a series of separate but related courses. Subjects requiring sequential treatment, such as mathematics, are offered in each of the four quarters.

Quinmester Plan

The Quinmester Plan divides the school year into five parts with students required to attend four of the five parts. The calendar is most often used at the secondary level for grades 9-12. The school year may be as long as 220 days with vacations averaging about seven weeks. The quinmester usually operates on a single-track pattern.

Concept 6 Plan

Concept 6 has been used at both elementary and secondary levels, and has been found useful where there is lack of space. Students are divided into three groups with one group

always on vacation. Thus, a high school built for 1,600 students can house 2,400 under a Concept 6 three-track plan. It can also be administered as a single-track. The plan calls for six terms of approximately 43 days each. Students attend four of the six terms but must attend two of the four consecutively. The plan provides for 160 or more days of instruction a year. In states where more is required, additional days can be completed by over-lapping groups on half-day sessions the first and last day of each term, by independent study and intersession programs, or off-campus activities. In states that mandate the number of minutes per subject, Concept 6 can be used by extending the minutes of instruction each day.

Five-Track, Five-Term Plan

The Five-Track, Five-Term Plan divides the school year into five terms of 45 days each. There are five terms in each track with students attending four of the five for a total of 180 days instruction. This plan is used only on a multi-track basis and provides a common summer break of approximately three weeks.

Flexible All-Year Plan

This plan calls for school to be open for instruction approximately 240 days or longer. To be successful, instruction in this plan must be individualized. Students have three attendance choices: 1) they may attend all days the school is open for additional learning experience; 2) they may attend only the required number of days and spread them over

the days available; 3) or follow a traditional schedule of attending the required days in sequence.

Designing New Calendars

None of the plans are rigid arrangements. They are only general ideas for arranging blocks of time and instruction into patterns which meet the needs of the community. Any of these plans can be used for any, or all, of three purposes:

1. To diversify and enrich instruction.
2. To accelerate completion of normal elementary or secondary requirements.
3. To accommodate more pupils and adults in existing facilities by increasing the days per year and the hours per day buildings are used.[4]

The degree to which any of the plans can increase the number of pupils who can be accommodated in existing facilities depends on what percentages of the student body occupy the building at any given time. The extent to which the number housed in a year can be increased depends largely on the degree to which attendance during various terms is mandatory or optional.

School systems wishing to redesign their calendar may adapt one in use or create their own. Whichever course is followed, basic considerations are:

1. Block out weekends, if they're not to be used
2. Be aware of legal/local holidays
3. Consider all 12 months for scheduling

4. Consider state and district minimums for instructional days per year
5. Provide opportunities for intersessions
6. Provide adequate time for intersessions
7. Include staff development days
8. Review impact of scheduling on facilities[5]

Four variables have been identified that can be manipulated to produce an extended school year schedule. These are: the number of attendance terms students must spend in school, the number of vacation periods available, the number of tracks into which the school population is divided, and the percent of students on vacation at one time.[6]

CHAPTER 4

Administration of Year-Round Education

Development of a YRE school is a sizeable administrative job. It requires large amounts of analysis, judgement, planning, and leadership. Before beginning, administrators should realistically assess the large amounts of time and energy that will need to be spent.

In 1973, N. S. Rifkin warned it would take three years to plan and finally open a YRE school.[7] The Prince William County, Virginia school district was used as an example for the monumental undertaking. They began in 1968 with the establishment of an office of research and development whose goal it was to establish a climate of change. They reached their goal by October 1969 when the school board authorized a study of YRE. Teachers visited schools and attended conferences and the district's public relations office kept the public informed during the winter of 1970. The remainder of 1970 was spent in inservice programs, choosing a plan, anticipating changes, and keeping the public informed. Winter and spring of 1971 brought commitment of funds from the County Board of Supervisors for air conditioning and curriculum development. The summer of 1971 began with setbacks and misunderstandings but, with increased public relations, ended with a middle and elementary school changing to YRE and plans being made for a high school to begin in 1972.

In contrast to this plan, the James Monroe School in Madera, California was able to complete the process in one

year.[8] They began in November 1984 with a three-month period in which school officials met periodically with parents and teachers to discuss YRE, gather information, present a plan, and accept revisions. The staff also visited other YRE sites to learn about potential problems and to better prepare themselves for their planning. February to April of 1985 was spent largely on collective bargaining issues. Items negotiated included air conditioning, remodeling of classrooms to allow sharing of space, and providing teachers with necessary assistance to move items to their next scheduled classroom. The instructional year was revised which allowed two teacher preparation days prior to the beginning of a track, and allowed a traditional contract (September - June). Teaching positions for July and August would be advertised and offered to qualified teachers in the district.

Assigning teachers to tracks was decided by giving each teacher a choice of track or grade level. Unless there were special circumstances, such as bilingual education which necessitated placing certain teachers on designated tracks, the principal was to consider seniority as a factor. They found that by the time assignments had to be made, most teachers had come to an informal agreement among themselves regarding track assignments. There were two cases of conflict and, in both, seniority was used as the determining factor.

By May, 1985, YRE calendars and a list of teachers' track assignments had been sent home with a letter of explanation and families were given time to choose the track best for

them. Families' requests were given priority as much as possible. Certain students enrolled in special programs were assigned to a track. During May the parents registered their choice and the staff collected and sorted all registrations and were able to determine preliminary enrollment figures. Over 90% of the first preferences were granted without creating imbalances. Parents were notified and given instructions for making changes.

The author notes that, as part of the planning process, it is important to develop plans in the following areas: 1) teacher rotation of rooms, 2) logistical arrangement of rooms, 3) teacher and student material storage, 4) record keeping, 5) communication with parents, students, and staff, 6) maintenance schedule, and 7) community education.[9] He also stresses that periodic evaluations are essential to maintain YRE as a viable educational alternative.

The difference in planning time involved between Prince William County Schools, Virginia and James Monroe School, Madera, California may be explained in several ways. First, the fact that there were 16 years between the two projects, during which time many YRE schools were developed and discarded, gave the James Monroe staff several examples from which to learn. Second, the Prince William County project was for an entire school system which would multiply tremendously all the considerations to be taken into account as opposed to the James Monroe project which was one elementary school. Third, it isn't clear in the article as to why YRE was being

considered in Prince William County. It may have been to relieve overcrowding, improve curriculum, or simply as an experiment in alternative scheduling. At James Monroe, however, YRE was the only answer to a critical problem. In Madera, student population had increased at a rate of 350 students annually. At the same time, local districts had been unable to use local taxes to construct new schools since Proposition 13 was passed in 1978. State construction funds were available but there was a three-year waiting period between preparing building specifications and construction. James Monroe was housing their overflow population by busing to other schools within the district, staffing overcrowded classrooms with two teachers, and utilizing local church facilities as classrooms. The population had grown, however, to the point where even these alternatives were no longer sufficient. YRE seemed the only viable solution and the need was so critical, that immediate implementation was necessary.

The success of any local educational development depends largely on the leadership of system and school administrators. YRE is no exception. Administrators would be in the position of activating interest and support for the YRE plan. The nature of their leadership would have almost decisive influence on the nature and quality of the project.

As with any major project, the administrators involved should begin by thoroughly familiarizing themselves with YRE plans and being open to assessment of each. Since

administrative decisions are rarely made in vacuums, representatives of all groups affected by the decision should be called in to help gather information and choose the best plan for the community. Aid outside the community should also be enlisted such as grant money, professional advice, and practical experience from those already involved in YRE.

The community, staff, and pupils will be much more willing to support the idea if they are shown the facts involved and benefits for themselves. Therefore, before widespread community debate takes place, these should be carefully prepared and widely distributed. As with most other projects, careful planning, seeing to details as well as long-range goals, and good public relations will go a long way toward ensuring a project's success.

Kenneth Hermansen and James Gove give three sure ways to succeed with a YRE plan:

1. Have a board of education and an administration committed to attacking a year-round school program, and approach the problem and proceed in a businesslike manner.
2. Continue an organized community relations program, involving the total community, not only for the year-round school, but for all ongoing school problems.

3. Develop a plan that will suit the purposes and problems of your particular district. And don't expect any present year-round program to be "plugged in" to your type of school operation 100%.[10]

They also give succinct advise on how to kill a YRE plan.

1. Send out a community questionnaire, asking the people, "Do you want a year-round school?" They'll tell you, "No!"
2. Form a large study committee of lay people, and study the problem to death.
3. Attempt calendar revision with a board that is strongly divided - some with no commitment. Batter the problem to death in open school board meetings.
4. Go to Atlanta, Georgia and come back with the finding, "Year-round school cost $2 million a year operate and our district can't afford it!"[11]

It seems apparent that YRE would offer an opportunity, or challenge, for school administrators to exert a great deal of leadership and be in the unenviable position of possibly carrying its success or failure on their shoulders.

CHAPTER 5

Pros and Cons of YRE

Any school system seriously considering an all-year school operation should carefully weigh the pros and cons of each issue before making the final decision. Aspects to be considered would include: 1) possible alternative actions which would achieve the same objectives, 2) economic efficiency, 3) quality of curriculum and student achievement, and 4) family lifestyles.

Administrators should keep in mind that the burden of proof rests with those who advocate change, or: if a problem does not exist, why not leave things as they are? (If it ain't broke, why fix it?) It is a good question, and an excellent answer should be ready.

Alternative Actions

Most districts considering a change in school calendars are doing so as a means of alleviating classroom space shortage and relieving overcrowded buildings. However, year-round advocates insist that space concerns "are not, should not, be the driving force. They are only a bonus."[12] According to Don Glines of the California State Dept. of Education, if districts are short of space, a YRE plan should only be considered one of al least five possible options:

1. Pass more bond and tax revenues and erect more buildings,
2. Double shift or extend the school day,

3. Initiate a voluntary YRE program and recruit enough participants to reduce the crowding,
4. Mandate a year-round calendar to create 25-35% more space, or
5. Mandate year-round schools.[13]

Mandating YRE seems to be acceptable in space-cramped communities if it appears to be the best of the alternatives, but it must be proven to the citizens to be the best idea. YRE should be more than merely a scheduling system designed to house more students for fewer dollars. It should focus on the total learning environment and be offered as a choice. The ideal YRE plan is one which is offered as an optional alternative to the traditional calendar.

Economic Efficiency

In this age of growing pressures for accountability in academics and tax expenditures, there is an increasing demand from taxpayers for schools to do a better job of providing services with existing resources. One solution to this problem for some school systems, has been to turn to YRE. Business people examine the concept from a business point of view and many are convinced it makes good business sense by providing: "a more efficient use of capital investments, an alleviation of uneconomical and undesirable peaks in working and recreation, and a more sensible way of looking at teacher salaries."[14] It accomplishes this by keeping school buildings open and in use all year, creating a more even flow

in employee vacation periods by eliminating the long summer break, and giving teachers the option of year-round employment, thus raising their salaries. Others also point out YRE can benefit business by placing graduates on the labor market in a more orderly fashion and eliminating the glut of job seekers in June. The question becomes, however, whose interest should our schools serve, business or students?

There is some disagreement as to whether there are any genuinely definable fiscal advantages to YRE. According to Fenwick, there does not seem to be any evidence that savings will accrue from an operational standpoint.[15] Students receive 180 days instruction and there is no way to avoid the related cost factor. In fact, these costs are likely to increase because maintenance and utility costs go up.

Ballinger reports, however, that conclusions indicate that multi-track calendar programs have the potential for saving a school district money in operational costs.[16] The Oxnard School District reports "savings of $130 per pupil enrolled without any reduction in program quality or services."[17] They also report an uncalculated operational savings attributable to reduction in absenteeism by staff and students and a significant reduction in burglary and vandalism loss.

Instructional costs may increase, particularly at the secondary level, if the existing quality of instruction is maintained. There is virtual agreement that enlarged teacher

payrolls account for the greatest share of increased costs generated by YRE.

Another cost consideration is the state aid received based on average daily attendance. A change in legislation may be necessary to preserve the level of funding a school system has received under a traditional calendar.

To realize actual savings, a YRE plan keeping 3/4 of the students in school year round would have to be put into operation without increasing the general operating costs of the school. While YRE does save capital expenditures, it may be questioned as to whether building additional schools wouldn't be more economically prudent than putting capital into converting older buildings which may have limited years of service.

Burnett reports in A Year-Round School Cost Model that diverse results were found when the model was applied to seven California school systems.[16] The conclusion drawn was that the implementation of YRE serves as a catalyst for many changes not related to the YRE program. Thus, expected cost savings often do not materialize. Lessons learned from the research were: policymakers should be forewarned that anticipated cost savings shrink dramatically unless the schedule change is managed judiciously and any comparison between existing and alternative schedules must hold the educational program constant.[17] Rifkin advises that YRE should not be regarded "as an economic panacea that magically will change your district's ledger ink from red to shiny black."[18]

Curriculum and Achievement

As was stated in the Introduction of this paper, many have questioned a three-month disruption of the learning process and the subsequent need for review in September and October. However, if a school system plans to develop YRE and change the school calendar, revising the curriculum may take several years and increased expenditures.[19]

In the elementary grades, schools with four, or multiples of four, teachers per grade level would divide easily into four multi-track groups. Otherwise, grouping becomes a problem unless multi-age grouping in split classes is used for at least part of the students. This curriculum/scheduling adjustment is possible in elementary school, but becomes difficult in middle and high school, especially in advanced/specialized courses. The ideal solution becomes individualized instruction and flexible scheduling or, courses broken up into mini-courses similar to a college plan.

A possible curriculum advantage of YRE is the intersession which may be used to provide immediate remediation as well as enrichment without waiting for the customary summer school. It can also offer increased flexibility in terms of implementing innovative curricula. Student participation in athletics, band, student government and other extracurricular activities has been solved by YRE high schools by allowing participation during intersessions as long as the student was eligible on his last day of attendance.

Proponents of YRE claim that the shorter vacations between learning periods reduce the learning loss experienced by students during the summer. In actuality there are no long-range studies to prove the superiority of traditional or YRE calendars in relation to knowledge retention or achievement. One study in California, conducted with three traditional third-grade classes, showed no significant difference in reading vocabulary, reading comprehension, or total reading ability in pre- and post-summer testing. In fact, all post-summer scores were slightly higher than pre-summer scores.[20]

A YRE, with its shorter periods of instruction, can possible offer new life and enthusiasm to courses and can be a benefit to advanced and remedial students with the continuous instruction. The same schedule can be a problem in that it may not allow time for teachers and students to develop rapport and the shifting of teachers' materials to new classrooms can create difficulties. Students with extended absenses may find it difficult to make up work missed when instructional blocks are abbreviated.

Once critic of YRE warns that administrators should be cautious in accepting YRE as the solution to a curriculum problem. He warns that if a high school curriculum needs revitalization because it doesn't meet the needs of the students, a change in school calendars is not the answer.[21]

Advocates of YRE claim they "do not know of a single school in the United States where achievement is down because

of YRE."[22] No claims are made, however, concerning increased achievement. Curriculum and achievement, therefore, do not seem to be deciding factors in a system's decision to convert to YRE.

Family Lifestyles

Regardless of the facts presented to the public concerning YRE, the chief opposition from parents generally centers around the disruption of family lifestyles. Vacation times often need to be changed; siblings may be on different schedules; summer jobs, Little League, Vacation Bible School, summer camp, and swimming are disrupted. Schools in Virginia Beach, Virginia, among others, abandoned their YRE program because parent opposition was too strong to be ignored. Knoxville, Tn. dropped their voluntary quinmester plan because of lack of parental support and interest. The idea of changing the habit of summer vacation comes hard to many people. As one writer put it, "If a grown-up columnist can't concentrate in June, good luck with 20 million kids."[23]

Opposition of YRE may be a matter of attitude and often decreases with the passage of enough time to become acclimated to the necessary lifestyle adjustments. Some parents will prefer vacations during seasons other than summer and community activities can be rescheduled to accommodate the YRE calendar. Siblings' schedules can usually be coordinated but many families prefer different tracks for their children so they can give undivided time to the one on vacation.

Proponents of YRE argue that family lifestyle problems which emerge because of the change in accepted routine are all solvable problems. Many families find the change refreshing and adjust well. Others, however, see the change as an inconvenience.

CHAPTER 6

Summary

Year-round education is not a panacea to solve all of public education's problems. It began as an administrative arrangement to handle overcrowding but has evolved, in some situations, into a viable educational plan to meet the needs of students and community. For these school systems, achievement scores have not dropped, capital outlay is reduced, additional opportunities for remediation have been found, attendance is up, and vandalism is down. For these school systems, the answer to the question, "If it ain't broke, why fix it?" is that the traditional calendar is broken, but like an underground plumbing leak, is not easily perceived as broken.

Year-round schooling, for many other school systems, has been tried and abandoned. For these systems, no overwhelming advantage existed in instruction or achievement; remediation, attendance, and vandalism were not large problems; and once growth leveled off or new buildings were built, they saw no advantage to remaining with YRE. For them, the question, "If it ain't broke, why fix it?" had no answer.

In short, converting to YRE creates many difficulties and shows no clear advantages. The only systems which have successfully implemented YRE for extended periods of time are

those for whom overcrowding had become a devastating problem and no other solution was available. In those cases the community was convinced that a different calendar arrangement could be beneficial to their students.

The key to a successful YRE program is to first have a clear need for change. This need must be understood and agreed on by the majority of the population affected. If the decision is made to begin a YRE program, there must be a shared dedication to the success of the project among those involved in implementation. There must also be a willingness on the part of those fiscally responsible; the school board, administrators, and teachers; to listen to and address the concerns and needs of parents. Parents must be involved and included in the process since most concerns about YRE relate to the inconvenience to the family, not the quality of education.

NOTES

[1] National Association for Year-Round Education, Fourteenth Annual National Reference Directory of Year-Round Education Programs for July 1, 1986 Through June 30, 1987 (San Diego, 1987), 7-35.

[2] Charles Ballinger, Norman Kirschenbaum, and Rita Pokol Poimbeauf, The Year-Round School: Where Learning Never Stops (Bloomington, Ind.: Phi Delta Kappa, 1987), 17.

[3] Ballinger, Kirschenbaum, and Poimbeauf, 20.

[4] Year-Round Community Schools (Arlington: American Association of School Administrators, 1973), 15.

[5] Ballinger, Kirschenbaum, and Poimbeauf, 24.

[6] William D. White, "A Year-Round Education Plan for All Grade Levels," NASSP Bulletin, April, 1975: 7.

[7] N. S. Rifkin, "Step By Step, Month By Month, Here's How One District Put Year-Round Into Operation," American School Board Journal, Feb. 1973: 44.

[8] John Cruz, "An Action Plan for Implementing Year Round School," Thrust, Dec. 1986: 23.

[9] Cruz, 23

[10] Kenneth L. Hermansen and James R. Gove, The Year-Round School (Hamden, Conn.: Linnet Books, 1971), 145.

[11] Hermansen and Gove, 144.

[12] Don Glines, "Schools That Don't Close," California School Boards Journal, Summer 1987: 36.

[13] Glines, 37.

[14] Paul H. Howe, "Year-Round School Makes Good Business," American School Board Journal, Feb. 1973: 46.

[15] James Fenwick, "The Extended School Year: Questions to Think About," NASSP Bulletin, April 1975: 3.

[16] Ballinger, Kirschenbaum, and Poimbeauf, 14.

[17] Year-Round Education in the Oxnard School District (Oxnard: Oxnard School District, 1986-87), 16.

[18] Robert W. Burnett, A Year-Round School Cost Model (San Francisco: American Educational Research Association, April 1979), 29.

[19] Burnett, 29.

[20] N. S. Rifkin, "How to Make the Switch to Year-Round Schools," American School Board Journal, Feb. 1973: 43.

[21] Rifkin, "How to Make the Switch," 41.

[22] Woodrow Mousley, "Testing the Summer Learning Loss Argument," Phi Delta Kappan, June 1973: 705.

[23] Ruth Duncan, "Year-Round Education - For What?" NASSP Bulletin, April 1975: 11.

[24] Ballinger, "A Position Statement on Year-Round Education," ASCD Annual Conference (New Orleans: 22 March 1987), n.p.

[25] Curt Donaldson, "Grinch Is Out to Steal Summer," USA Today, 10 June 1987: 6A.

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